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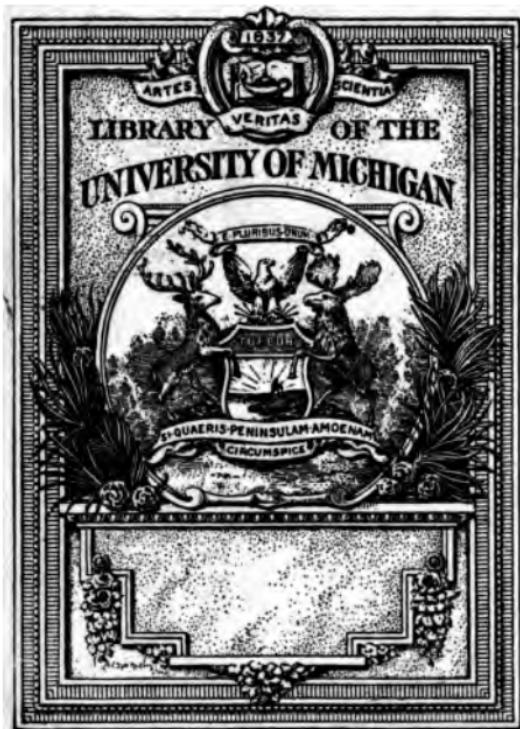
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STATE CONTROL
OF COURSES
OF STUDY



FRED J.
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State Control of Courses of Study

With Appendices on Religious
Instruction and the Grading
of School Systems

by

Fred J. Brownscombe

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Lessons for Grades 1 and 2," etc.

Silver, Burdett and Company
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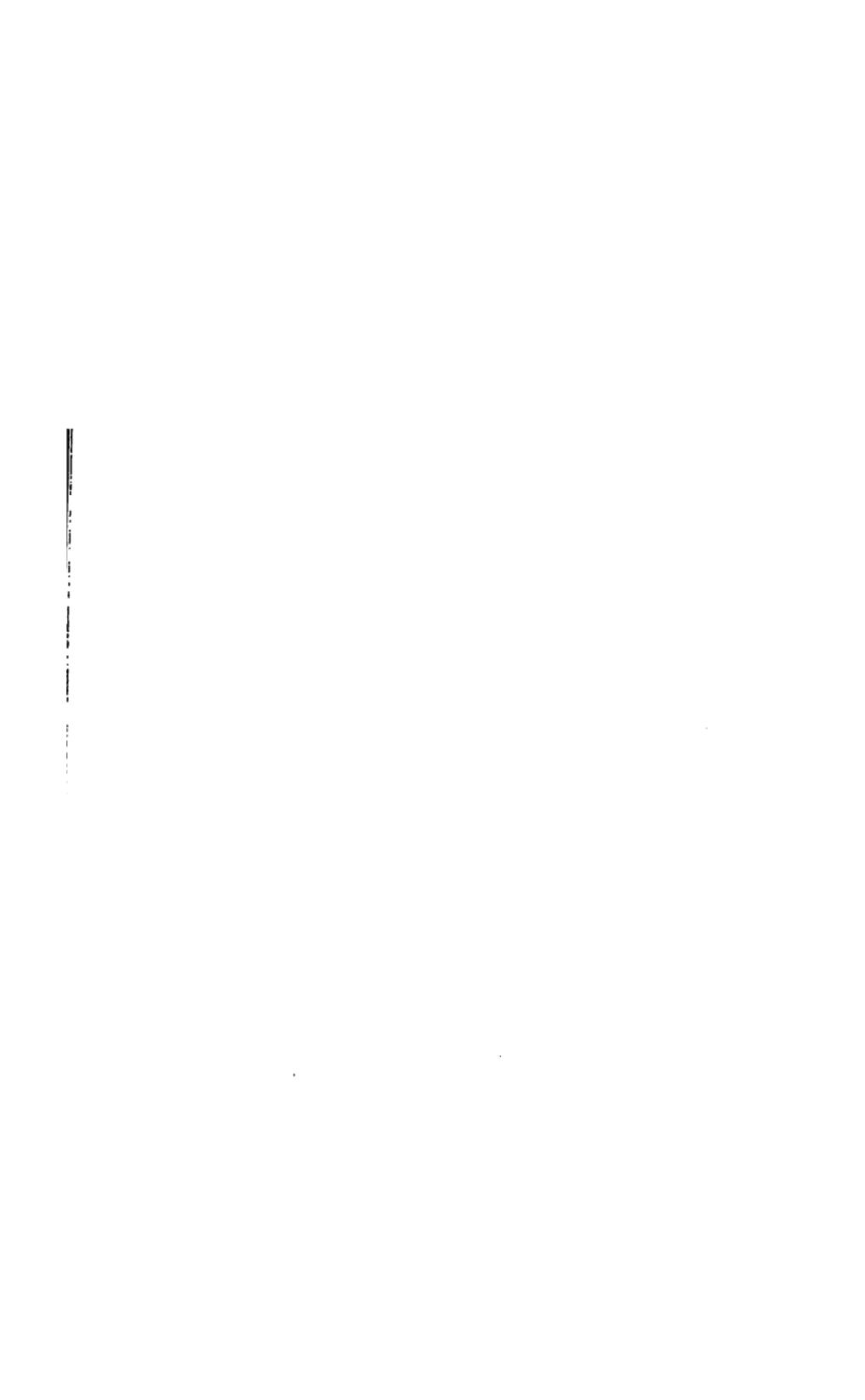
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**STATE CONTROL
OF
COURSES OF STUDY**

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This little work, a result of some studies carried on for another purpose, is printed in the hope that it may be of some service to students of education and others, by placing at their disposal a quantity of information accessible now only in the pages of many special reports, pamphlets, and books in several languages.

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INTRODUCTION

FABIAN WARE begins his interesting and instructive book, "Educational Foundations of Trade and Industry," with the statement that "Whatever may be considered the most remarkable achievement of the nineteenth century, there can be little doubt that the national education systems which it has founded will be held responsible by future generations for much of the prosperity which they may enjoy, and many of the woes which they will suffer."

It is a fact that nearly all our national education systems took their rise in the nineteenth century and largely in the latter half of that century, and while it is no doubt true that we look to an earlier date for the organization of some, it is

equally true that their completed organization lies in the century mentioned. But the justice with which posterity may, if posterity should, place the burden of its weal or its woe upon these education systems is open to question. Is it not placing the cart before the horse; that is, is not education an effect rather than a cause? Or, looked at from the sociological point of view, is not an educational system merely one expression of the genius of a people, as characteristic as any other social activity? If the idea in the minds of the founders of the Prussian system was the generally accepted theory of "the harmonious development of the whole man," is it not true that the Prussian system has developed along strictly national lines practically regardless of theory? It seems to me that it would be an easy matter to prove that the actuary principle of all state systems

is the theory last stated by President Butler in "The Meaning of Education" as "the fitting of the individual to his environment." But if this be the principle consciously or unconsciously underlying all state systems, it becomes merely an *ex post facto* theory, or rather ceases to be a theory at all and becomes a simple statement of fact. Viewed from this standpoint, systems which seem at first glance to us to be quite absurd will seem to have a sufficient reason to be entirely sane. So also are explained the failures which befall the imposition of a highly organized educational system of a superior people upon an inferior race, or the difficulties in the way of transferring the system of one country to another, from which, by the way, might be drawn a practical lesson for those educators whose eyes are always turned towards Europe for inspiration.

However, it is not the purpose of this work to deal with educational theory or educational history, both of which are amplified in many books, wise and otherwise, but to present the conditions of state control of courses of study as they exist at the present day. Classification is somewhat difficult, state control ranging as it does from the extremely detailed French system to the very loose organization of some of the American states. Viewed in the light of the "environment" principle, this wide variation is comparatively easy to understand and forms in itself an interesting study.

The material for the following classification is to be found in the school laws of the various countries mentioned, in official reports, and in various books and papers, a list of which is appended.

CLASS I

**STATE CONTROL OF COURSES OF
STUDY FOR ELEMENTARY,
SECONDARY, AND NORMAL
SCHOOLS**

CLASS I

STATE CONTROL OF COURSES OF STUDY FOR ELEMENTARY, SECONDARY, AND NORMAL SCHOOLS

(a) INCLUDING STATE SUPERVISION OF PRIVATE SCHOOLS

France—In France centralization has reached its highest point; so far has it gone that the inevitable reaction is now appearing. An observer of French characteristics has said that a Frenchman can do nothing without a program, and this national trait is exhibited fully in educational matters. A French minister, it is said, once took out his watch with the remark that he could tell exactly what any pupil in the French schools was doing at that particular minute. Of course this is an exaggeration, but the story shows very clearly the prevailing tendency. The

State Control of

courses of study for each of the above classes of schools are fixed by the educational authorities whose regulations state the ground to be covered in each subject, together with the order and method of teaching and, also, the daily program. Everything to the smallest detail is prescribed by the government, and any possible loophole is closed by a rigid examination system, such, for instance, as the baccalaureat or leaving examination for the secondary schools. Naturally there is a "remarkable uniformity in the organization and proficiency of the same class of schools." Hughes says that "Individuality of school and pupil cannot be tolerated. They must all conform to the model." The higher primary schools have some degree of liberty, being held to a general observance only of several alternative programs issued by the Educational Department, but even these are controlled through state

aid. It is in this class of schools that the reaction against centralization shows itself. The private schools may select their books and methods, but are under strict government supervision. I may add that there is practically no connection between elementary and secondary education, one aim of state control apparently being to check the tendency toward social equality which would lead (in France) to the overcrowding of the professions conferring social distinction. For France is a land of classes, and its democracy is one of legal not social equality.

Germany—In elementary, secondary, and normal schools the courses of study and number of hours for each subject are prescribed. There is a common standard of promotion and graduation, and the government exercises a supervision over minute details,—a surveillance common to all German life. The progress of the

schools of each class differs only in details of management, as each program is only an elaboration of the general course prescribed by educational laws or codes. The individual German teacher, however, has more freedom in the selection of material and methods of presentation than the French teacher. Private schools are under stricter supervision and must maintain the government standard.

As in France, there is little connection, if any, between the elementary and the secondary school. There is practical unanimity of agreement as to the excellence of the German schools in general, but this does not mean, as some have taken it, that German methods of organization could be applied to our American schools. Russell says in "The Higher Schools of Germany" that they satisfy German needs, but "just in proportion as German schools are German they are un-American and incap-

ble of satisfying American needs." And their excellence is due to excellent teaching and compulsory attendance rather than to so much state interference. An observer says, "The superiority of the Prussian system of elementary education may be summed up in one sentence—Prussia sends all her children between fixed ages to school and protects them while there from the imposition of bad work." Organization in Germany has extended perhaps to the point of destroying independence. Hughes says of the elementary schools, "The children are rarely trained to resourcefulness and independence, and the result is that when they leave school they are helpless, and rapidly deteriorate into the indifference of the uneducated class." The superiority of German over French education lies in the fact that German educational authorities have tried to find out what is the best

kind of education that can be given, while the French have tried to determine what is the greatest amount that can be allowed. The intent of German state control is apparently not to regard education as an end in itself, but of value to purposes of government, the aim being to make citizens submissive, self-supporting, and patriotic.

Sweden— With a careful prescription of courses and hours to each subject, there is yet more freedom than in the first two countries described, as we would naturally expect from the character of the people. Private schools are inspected and may receive government aid if they meet the requirements of the public schools. It is interesting to note that the private schools are encouraged to experiment in methods, the idea being to use the successful ones in the public schools. It seems a rather shrewd plan on the part of the government to obtain the advantages of educational

experiment without any expenditure on its part.

The self-reliance and love of self-government of the people finds an outlet in the people's colleges, which admit any one over eighteen years of age who has passed through the primary course, and which refuse to tolerate any government intervention.

Switzerland — While Federal legislation provides for compulsory education, the various cantons are otherwise independent educationally. Each has a thorough organization with fixed conditions as to courses of study and subjects, but it does not interfere with methods of teaching and daily programs.

Austria—Courses of study, hours, and time-tables are prescribed for the graded, partly graded, and fully graded schools of the elementary system. The secondary schools are very similar to those of the

German states. The teachers of both have great freedom in methods of teaching. Private schools are encouraged, and if they meet the government requirements, they may receive subsidies and be incorporated in the state system.

Greece—For the demotic, or primary, and the Hellenic, or higher elementary schools, the subjects and hours are prescribed. For the gymnasia, or secondary schools, a general program with details for the teaching of each subject is submitted. Private schools must meet the state requirements, and have teachers with regular state licenses.

Russia—Russian schools are under the authority of either the Ministry of Public Instruction or the holy synod, and the subjects to be pursued in all classes of schools are prescribed by them. E. Kovalevsky, of the Ministry of Public Instruction, describes the system in 1902 as follows:—

Elementary Education

- (1) Elementary schools of one class
— a four years' course.
- (2) Higher elementary schools — the district, town, or ministerial schools, each with a five years' course.
- (3) Evening and Sunday schools for adults.

Secondary Education

- (1) Gymnasia and progymnasia — prepare for university.
- (2) Real schools — prepare for higher technical schools.

Universities — Ten in number.

Military, Naval, and Technical Schools

— Kovalevsky claims that secondary schools are open to boys and girls of all social classes, but the newspapers report a late edict forbidding the gymnasia to children of washerwomen and artisans. Prince Krapotkin and others assert that it is the

policy of the Russian government to keep the masses in ignorance. The *Novoe Vremya*, a reputable Russian newspaper, said in 1898 that Russian society spends five or seven times more than the government in striving toward education. The proportion of schools to the population is small, and there are certainly many restrictions regarding higher education—the Jews, for example, being limited to three per cent of the enrollment in any university. There is compulsory education in only the Baltic and Cossack provinces, and in Finland. It is asserted that the government not merely fails to encourage education, but that it places obstacles in the way of establishing even elementary schools.

(b) NOT INCLUDING PRIVATE SCHOOLS

Canada—As discussion of the German school system usually centers about Prus-

sia, so we may take the Ontario school system as a type of the Canadian provinces in general, the others consisting of Nova Scotia, New Brunswick, Prince Edward Island, Manitoba, British Columbia, Quebec, and the Canadian territories. These differ from Ontario in local details and less complete organization. Descended from the same people, they resemble our states in many respects; as, for example, in the New World idea of a straight road from the kindergarten to the university. But never having passed through the throes of revolution nor separation from the mother-land, they have no cause for our fear of centralization, and thus it has been an easy matter to establish a central authority. All educational questions are determined by, and all educational authority emanates from, this central authority, the education department, whose head, the Minister of Education, is a cabinet officer.

Before the schools were organized the founder of this system spent some time in investigating education in various foreign countries, from which the impression left by Prussia was evident in the certification of teachers, the examination system, and many other details. Time has modified much of this, but the Prussian influence is still evident in such terminology as the public school leaving examination, junior leaving examination, etc. So, also, while there is no caste in Canada, something of the Old World idea lingers in the classification of the schools; for while all the system is equally public, the elementary and the secondary schools are distinguished as public schools and high schools.

The European influence is shown, too, in the elimination of the unfit by government examinations at various stages in the course, and the requirement that public

schools and high schools be not in the same buildings.

The studies and courses are carefully prescribed for all classes of schools,—elementary, secondary, normal, and the Normal Training College. The requirements for the fifth form of the public school, found usually only in country and village districts, are largely optional. Outside of courses, texts, and classes of teachers, there is much local freedom in all the Canadian provinces.

As has been mentioned, the Ontario system is modeled considerably upon that of Prussia, though its universities conform to the British type; but the educational thought of the United States is exerting an ever growing influence upon its educational fabric.

Japan—Japan has levied upon the civilized world for its educational purposes, and the result is a well-coördinated, cen-

tralized system, with a certain amount of our American elasticity. In its elementary schools, the first part of the course of study is obligatory, but in the later years there are certain optional as well as some obligatory subjects. The course is fixed for all pupils for the first three years of the secondary school, but in the two final years they have a choice of electives, election depending upon their determination to go to college or to follow practical pursuits.

Portugal—The subjects of the primary curriculum are determined by the government, but the apportionment of work to classes is left to the district superintendents. The teacher must use prescribed texts, but is free to use his own methods of teaching. The secondary schools are of two kinds,—central lycées of seven years, and national lycées of five years. Either prepares for the university, and the courses of study and hours in each are prescribed.

Servia—The sanguinary record of Servia would hardly lead one to suspect it of possessing a highly organized school system, but, nevertheless, such a system, modeled largely on German lines, does exist. But it is recent, the elementary curriculum having been settled by the Act of 1898. State prescription of courses and hours for secondary schools came somewhat earlier. The system is as yet not thoroughly effective, but we may expect it to mean that Servia is preparing for a higher order of things than it has had in the past.

Italy—Elementary education consists of inferior elementary and superior elementary. Inferior elementary lasts three years, and is terminated by an examination, successful candidates receiving a diploma. Superior elementary education lasts two years more, and ends with an examination admitting to normal or sec-

ondary schools. Secondary education takes eight years to complete, five for the gymnasium, from which, after passing an examination, the student enters the lycée. Thence, with another examination, he enters the university.

Private school teachers must hold the same grade of teacher's license as for a corresponding position in the public schools. Excepting for the private schools, the courses of study are minutely prescribed for the above classes of schools.

Mexico—Mexico has a well-planned system of education, the courses of study being determined by the central authority for primary, secondary, and normal schools. The government provides and prescribes courses also for higher technical schools, as the National College of Engineering and Mining, the National College of Agriculture and Veterinary Surgery, the Commercial College, and

others. It is to be noted that in the Spanish-American countries, in general, a considerable part of the population—the native Indian—is left almost untouched by the schools.

Guatemala—The system is very similar to Mexico, but not as completely extended.

Brazil—Brazil has been more fortunate than the average South American country in having possessed a stable government for a considerable period, and thus it has had time to develop a complete centralized educational system. Each of its states has primary, secondary, and normal schools, and the country has a number of colleges and several universities. The primary course covers eight years, at the completion of which a diploma is given entitling the holder to admission to a secondary or normal school. The course for the secondary school covers seven years. The normal schools follow a prescribed

course. Brazil is beginning to develop rapidly, and new schools are being organized everywhere.

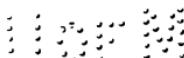
Argentine Republic—Many American teachers have contributed to the educational progress of this country. It is worthy of notice that the course of study for the public schools was arranged by a committee of teachers and principals. The system is graded into public schools, national colleges, and universities. The university course covers six years.

(c) DEPENDENCIES—EDUCATIONAL SYSTEMS PRESCRIBED BY THE HOME GOVERNMENTS

India—The difficulties in the way of transplanting an educational system, of fitting the collar of a nineteenth century civilization to the neck of a civilization hoary with the centuries, are nowhere better exemplified than in India. Outside of America, perhaps none but the

British would dare attempt it, and they have made many failures, — failures pitilessly illumined by the caustic pen of Rudyard Kipling. But British doggedness and patience are being rewarded, as late Indian reports record a rousing of interest and a spreading desire for modern education. One secret of their success lies in the excessive care they take not to interfere with native religions or customs. They are also developing self-government and giving it to the natives as fast as they are ready for it.

The English authorities prescribe courses for the primary schools, divided into upper and lower; for the secondary schools, divided into middle and high; and for various colleges and special schools. Besides this, they have some control over a number of state-aided private institutions. In a number of provinces the line between primary and



secondary schools is not well marked, the one continuing into the other. Other names for classification are also used; as, Madras, with upper and lower secondary; Bengal, with collegiate and district schools, etc. The standard for secondary schools is fixed by the university matriculation.

Porto Rico—Porto Rican schools are in operation under the school laws enacted by order of General Henry. These are based on the laws of the American states, and involve largely their principle of local self-government. The hours, days, weeks, months, and terms of the school year are prescribed; also the courses of study and the requirements for teachers. Primary work is in Spanish, with a steadily increasing amount in English. The future may see Porto Rico an English-speaking island.

Philippines—Education in the Philip-

pea

pines is largely in the hands of American teachers, and is based on the American plan. Organization, however, is not as complete as in Porto Rico. Spanish is the basis of primary work, with the same emphasis on English as in Porto Rico. Primary and normal schools are in operation, together with the beginnings of secondary schools.

CLASS II

**STATE PRESCRIPTION FOR SECOND-
ARY SCHOOLS AND A MINIMUM
FOR ELEMENTARY SCHOOLS**

CLASS II

STATE PRESCRIPTION FOR SECONDARY SCHOOLS AND A MINIMUM FOR ELEMENTARY SCHOOLS

Belgium — Secondary and normal schools are directly regulated by the central authorities, and an elementary course is prescribed, but the communes may extend the program within certain limits.

Norway — Similar to Belgium, but the local school boards determine the elementary schools, appoint teachers, and draw up plans of instruction.

The Netherlands — In the primary schools there are ten obligatory subjects and nine optional. The communes may omit any obligatory subject, and must have taught any optional subject when patrons

require it. Secondary schools are known as higher burgher schools, and follow a prescribed curriculum, but there is considerable latitude as to hours and time-tables. Burgher schools are mostly evening schools, and are entirely in the hands of the local authorities. The gymnasia are the secondary schools proper, and these follow a uniform course. No teacher may teach in any school, private or public, without official sanction.

CLASS III

PRESCRIBED COURSES FOR ELEMENTARY SCHOOLS ALONE

CLASS III

PRESCRIBED COURSES FOR ELEMENTARY SCHOOLS ALONE

England—To an outsider the English educational system or lack of system, with its multiplicity of examinations, seems almost incomprehensible, and a noted English editor has said that the Act of 1903 is one of the most complicated pieces of legislation ever placed on the statute books. To understand why this should be so, we must remember that all legislation in England is a mass of compromises, that a caste system prevails, that there is an established church and a large body of dissenters, that local freedom is highly prized, that England is *par excellence* the land of individualism, and finally that ele-

mentary schools were originally designed for the poorer classes.

In the elementary schools the obligatory subjects are reading, writing, arithmetic, needlework for girls, drawing for boys, and one of the optional subjects. The optional subjects are singing, recitation, drawing, the mother tongue, geography, elementary science, history, suitable occupations (standards 1, 2, and 3), needlework and domestic economy (for girls). Specific subjects (taken by individual children in the upper classes) are algebra, Euclid, mensuration, mechanics, chemistry, physics, animal physiology, hygiene, botany, principles of agriculture, horticulture, navigation, Latin, French, Welsh (in Wales), German, bookkeeping, shorthand, domestic economy and domestic science (for girls). Cookery, laundry work, and dairy work are also provided for girls; and gardening and manual in-

struction for boys. Any other subject, if sanctioned by the department, may be taken as a specific subject, if a graduated scheme for teaching it be approved by the inspector. With certain restrictions to the above, the local managers have considerable option.

There is no English counterpart to our American high school, and such education is impossible to the greater portion of the poorer classes, secondary education being now in the hands of private schools, a few nonconformist schools, and the endowed schools for boys,—the great public schools, which are not public at all in our sense of the word. The attempts of local boards to extend elementary education upward received a very serious setback in the Cockerton decision of 1901, which affirmed that the local boards have no right to expend the rates for anything other than elementary education. The

agencies connected with secondary education are:—

(a) The Charity Commissioners, which have some authority over the endowed schools, but no control of courses of study.

(b) The Department of Science and Art, which controls science and art schools and classes, and technical schools. It prescribes studies, but is liberal in sanctioning subjects.

(c) The Education Department has slight statutory connection, but has some control through the elementary schools, university, colleges, and training colleges.

The courses in normal colleges are partly prescribed, and certificates depend upon the inevitable examination. The multiplicity of examinations depends upon the fact that with little control over the various classes of schools, the government has had to secure itself by an examination system. So we find examination for the

army, navy, civil service, Indian service, for teachers' certificates, the universities, and various other things.

Scotland, Ireland, and Wales—Systems similar to England, with local variations. In Scotland, with a people more homogeneous, more democratic in some ways, with less of class distinction and less of religious discord in educational matters, there has always been more popular interest in education, and a university career has been open to the humblest boy. Rural and village schools have been largely in the hands of university men, who have taken great pains in preparing their bright boys for the university, a phase of Scottish life interestingly portrayed in the stories of Ian Maclaren.

Wales resembles Scotland in its interest in popular education, and the Welsh Intermediate Act of 1889 extended elementary education upward to a form of secondary

education which is partly prescribed but largely optional with local authorities.

The Central Welsh Board, organized in 1896, which controls educational administration to a great extent, represents the county councils, university faculties, and elementary and secondary teachers. It is a progressive, enlightened body, and is moving away from the rigid examination system of England.

Ireland in the past has been as unhappy in its educational history as in everything else, but at present the national system appears to be working harmoniously.

Australia. — In the Australian states — Victoria, New South Wales, Queensland, South Australia, and Western Australia — courses of study are prescribed for the elementary schools, whose instruction is classified by standards similar to those of England, but with closer organization and a higher centralization. There is consid-

erable latitude in some, particularly in the newer states. There is practically no state supervision of the secondary schools, whose instruction is determined largely by the examinations for the local universities or for London University.

Tasmania, New Zealand, Cape Colony, Natal, Jamaica, British Guiana, British Honduras, and other British colonies follow also the idea of the mother country, in which they differ from Canada, where, as we have seen, Prussian influence has been paramount.

Nicaragua, Costa Rica, Honduras, and Uruguay have state prescription for the elementary schools, there is some state control of secondary schools, but conditions as yet are unsettled.

CLASS IV

NO STATE PRESCRIPTION OF COURSES

OF STUDY

CLASS IV

NO STATE PRESCRIPTION OF COURSES OF STUDY

Denmark — Advocates of centralization are wont to point to Germany and Ontario as models, and to argue that an educated people is impossible without a centralized system. Denmark and Finland refute this and require some other cause. The truth seems to be that a backward or unprogressive people require state compulsion, but that an intelligent community may be safely left to its own guidance. There is a very small degree of illiteracy in Denmark, and there is no state prescription nor general state inspection. Local authorities have complete control of the elementary schools, and methods and texts

are left to the choice of the teacher. The only state control of secondary schools is through the government examinations. The schools are supported partly by the state and partly by the communities.

Finland — There is no state provision for elementary schools, though such exist in the various localities. There is partial regulation of the secondary schools. Teachers' training schools are independent, and entrance to them is by examinations set by each school.

Newfoundland — Here is no system of school tax, no compulsory school attendance law, and no normal school. There is no education department, the Colonial Secretary being in charge of school matters. The government grants subsidies to local and denominational schools.

Mohammedan Countries — Here education consists almost entirely in reading the

Koran, with writing and sometimes arithmetic. Higher education deals with grammar, syntax, versification, logic, canon law, terminology of tradition, exegesis of the Koran law, jurisprudence, etc., with practically nothing of science, mathematics, geography, history, or other subjects of instruction in Christian countries.

Egypt—Organization is in its initial stages only, and there are no schools outside the towns. These are chiefly mosque schools, or kuttahs, where the Koran and a little reading and writing are taught. Higher education is described in the paragraph relating to Mohammedan education.

China—In China there is no system of elementary schools; the state does not provide instruction, it examines only, and then only advanced students. Its peculiar type of education is fairly well spread, and as the road to all preferment

lies through the government examinations, China is essentially democratic.

The different rounds in the ladder of Chinese education are as follows:—

1. Preliminary studies in the village or clan schools, and with tutors.
2. Haien Shih, or matriculation tests, under the eye of the district magistrate.
3. Yuan Shih, for matriculates for the A.B. degree.
4. Haiang Shih, or provincial examinations, at the provincial capitals, open to A.B.'s for A.M.
5. Hui Shih, or national examinations, every three years at Peking, open to A.M.'s for D.Lit.
6. Tien Shih, or palace examinations, every three years at Peking, open to Doctors.
7. Ch'ae K'ae, or imperial examination, in the presence of the Emperor,

open to those who have at least the second degree. Those who take the highest rank are made district magistrates.

That all this will soon become a thing of the past is likely, however, as in 1905 China, following the example of Japan, began the foundations of a modern educational system based on European and American models.

CLASS V

THE UNITED STATES OF AMERICA

CLASS V

THE UNITED STATES OF AMERICA

The United States of America — On the surface there might appear to be no justification for a separate classification for the United States, as the various states might apparently be classified under the foregoing subdivisions. Then, too, the diversity of states has given ground to the assumption of many Europeans that there is no national system of education in the United States. But if "by a national system is meant one which among other things meets all the varied needs of the nation and is representative of a common national purpose," then the system of the United States is national to the last degree, for we find from California to Maine, from Montana to Florida, common schools, high schools,

and colleges, practically all alike, with of course varying degrees of excellence. But the causes and growth of unity in America and in the European states are very different. There it is caused by the presence of need to meet external opposition, while our feeling in regard to this is expressed by Daniel Webster: "I apprehend no danger to our country from a foreign foe."

The national purpose here "is rather manifested in a strong determination to make a success of democracy to enable the people to realize through self-government the highest possible form of national development." In Europe the idea is to educate for state purposes; in America, for the individual. There the aim is to produce law-abiding citizens, to strengthen the state by the enlightenment of its citizens. Here, it is to develop law-abiding and law-making citizens, and education is an end in itself. And in addition to the

wide difference in spirit, there is an equal difference in the workings of educational systems. There the state enforces its code according to its own idea. Here the local authorities treat educational regulations according to local needs of advancement. Hence, with similar regulations, it would be incongruous to place the American states beside European and other countries in the lists given above. Therefore, I have made a separate classification for these states, with the subdivisions given below.

(a) PHYSIOLOGY AND HYGIENE, WITH SPECIAL
REFERENCE TO THE EFFECTS OF ALCOHOL
AND NARCOTICS, IS PRESCRIBED IN ALL THE
STATES

The value of this is questioned by many if not by a majority of those engaged in teaching, and the regulations in many cases verge perilously upon the ridiculous, as viewed from the standpoint of the schoolroom.

They bear much stronger testimony to the zeal than to the common sense of the good people behind the movement.

(b) No OTHER STATE PRESCRIPTION

In a number of states the school law does not state what branches are to be taught, but it does prescribe the subjects for examination of teachers, and these constitute the instruction in the common schools. They are also indirectly indicated by the compulsory school laws. There is little prescription for the high school, but its subjects are usually determined by university requirements.

New York — It is strange to find highly centralized New York in this list, but it is true that the state nowhere prescribes the subjects to be taught, except indirectly through the compulsory school law which provides that children coming under that act shall be instructed in reading, writing,

arithmetic, spelling, English grammar, and geography. Local boards of education prescribe courses of study, and may add to the above. In case of abuse of their authority, appeal may be had to the state superintendent, who has power to withdraw the subjects complained of. However, the examinations of the State Board of Regents largely determine the branches of instruction in both common and high schools.

Ohio is a type of extreme decentralization. Excepting for indirect prescription through the compulsory school law, all authority is in the hands of local school boards.

Florida — County boards prescribe courses of study.

Iowa — Local boards prescribe. Voters at the annual meetings may add to the course, but may not limit the board. Boards for union high schools arrange courses subject to approval of the state superintendent.

Nebraska — District boards prescribe courses which may include all the subjects necessary for a first grade teacher's certificate. High schools are under local authority also.

Arkansas — The County Uniformity Act states upon what subjects uniform texts are to be selected, and thus indirectly prescribes the branches to be taught.

Delaware — Teachers must be qualified to teach reading, writing, arithmetic, English grammar, and such branches as the local committee may select — by the old law of 1829. Uniform texts to-day practically prescribe the branches.

Alabama — Township board has control.

New Jersey — The county superintendent shall prepare a course of study subject to the approval of the state superintendent.

Rhode Island — The town committee

have power to prescribe the courses under direction of the state commissioner.

(c) PRESCRIBED COURSES FOR COMMUNITIES
BELOW A FIXED POPULATION

Oregon—In towns of 4000 or more, the schools are under the entire control of their local boards of directors. All others operate under the rules of the state board of education, though the state law does not directly specify the state board control of the course of study. For ungraded schools the prescribed branches are reading, arithmetic, writing, spelling, geography, grammar, United States history, elementary natural science, common school literature, and citizenship; music may be added, but nothing else unless by vote of the directors. High schools and schools of advanced grade may also have algebra, geometry, astronomy, geology, general history, composition, natural philosophy,

chemistry, botany, bookkeeping, science of government, and vocal music. In actual practice these schools are not limited to such subjects alone. Free gymnastics and breathing exercises are recommended for primary pupils.

Washington — Cities of 10,000 or over prescribe courses of study and kinds of texts in addition to those prescribed by the state board. Otherwise this state falls in class (e).

(d) INSTRUCTION LIMITED TO CERTAIN BRANCHES

Virginia — Instruction is limited to spelling, reading, writing, arithmetic, grammar, and geography, and no other may be given except by special regulation of the state board. It is true that any district board with the sanction of the county board may admit such branches as qualify pupils for teachers' examinations, or for entrance to higher institutions

of the state, but a fee may be required for such instruction. The regulations of the state board have added history of the United States and of Virginia to the branches for common schools.

North Carolina—No studies shall be taught except spelling, defining, reading, arithmetic, writing, English grammar, geography, and the history of this state and the United States. But it is provided that the school committee may make special arrangements and allow other branches to be taught.

Kentucky—The instruction prescribed by the state board of education shall embrace reading, writing, arithmetic, spelling, English grammar, English composition, geography, civil government, history of the United States, and of Kentucky. Trustees of graded schools may add to these.

Vermont—All pupils are to be instructed in good behavior, reading, writ-

ing, arithmetic, spelling, English grammar, geography, freehand drawing, history and constitution of the United States, and in the geography, history, constitution, and principles of Vermont. They may be taught vocal music also. In districts of more than one school or in schools of more than one department, the prudential committee may provide free instruction in higher branches of English study; and if there are three or more teachers, ancient and foreign languages may be taught.

California—Instruction is obligatory by law in (1) reading, writing, arithmetic, geography, nature study, language and grammar, United States history, and civil government; (2) music, drawing, book-keeping, and humane education alone may be required where there are more than 100 children on the census list. Other studies may be authorized by county or city boards, but in lieu of some “member” of

the above, not in addition thereto. Teaching of manners and morals is required also.

(e) THE STATE PRESCRIBES, OR HAS POWER TO PRESCRIBE, A UNIFORM COURSE OF STUDY

Indiana — The management and control of the schools are by the trustees (one to each township), and this is taken to involve the right to prescribe courses of study. County boards adopt courses for district schools, and cities arrange their own courses. By the Haworth decision (*State vs. Haworth*, 122 Indiana 462) the legislature has power to prescribe courses of study and the system of instruction. The state manual, compiled by a committee of county superintendents in 1892 and revised in 1895, 1897, and 1899, provides a uniform course for common and high schools. The common school course is in general use, but is not compulsory, and the high school course is

merely suggestive. The statute of 1869 requires that all instruction shall be in English, and that the trustees shall provide teaching in orthography, reading, writing, arithmetic, English grammar, geography, physiology, history of the United States, and good behavior; and such additional subjects as pupils may require and the trustees may direct. If the guardians of twenty-five pupils demand it, there must be instruction in German. Voters at the annual meeting may add other branches.

Arizona—The territorial board of education has power to prescribe and to enforce a course of study for the public schools. The school laws prescribe instruction in reading, writing, arithmetic, orthography, geography, grammar, history of the United States, bookkeeping, industrial drawing, and such other studies as the local boards may prescribe; but no

other studies are to be pursued to the neglect or exclusion of the studies enumerated. Instruction in manners and morals is to be given throughout the school course, and all schools are to be taught the English language. The territorial board lays down minute regulations for teachers and pupils, classifies schools as primary and grammar, and states the requirements for promotion. Instruction in branches higher than those enumerated is left to the discretion of the principal.

Maryland—Regulations of the state board. The system of instruction shall embrace orthography, reading, writing, arithmetic, geography, history of the United States and of Maryland, general history, constitution of the United States and of Maryland, English grammar, book-keeping, algebra, geometry, physiology, natural philosophy, drawing, vocal music, domestic economy, and good behavior;

also the German language and elements of agriculture when ordered by the county board.

The work for each grade, from 1 to 6 inclusive, is prescribed with some subjects, as drawing, needlework, and domestic economy, recommended but not obligatory. The time is prescribed for each class in a mixed school; as, 1st class—one lesson of twenty minutes, and three of fifteen each. Schedules for high schools and higher classes of graded schools are recommended but not prescribed.

Michigan—The district boards specify the subjects to be pursued in the schools in addition to those prescribed by law,—reading, writing, arithmetic, spelling, geography, grammar, national and state history, and civil government.

By the act of 1897 the state superintendent is authorized to prepare for district schools a course of study comprising the

branches then required for third grade certificates, which shall be known as "The Agriculture College," completion and diploma to admit to the freshman course of the Agricultural College.

The state manual of studies prepared by a committee of county secretaries is not compulsory. High school courses are largely determined by the requirements of the state university.

Minnesota — Local boards prescribe courses of study, but the state law prescribes the branches to be taught.

There is a system of state aid for state graded schools, but schools receiving such aid must conform to the state requirements. Such high schools must have a course of study embracing branches prerequisite for admission to the University of Minnesota. The state course of study, time-tables, etc., are not compulsory, but are to serve as models.

There may be introduced in the schools the elements of social and moral science, including industry, order, economy, punctuality, patience, self-denial, health, purity, temperance, cleanliness, honesty, truth, justice, politeness, peace, fidelity, philanthropy, patriotism, self-reliance, self-respect, hope, perseverance, cheerfulness, courage, gratitude, pity, mercy, kindness, conscience, reflection, and will.

Nevada — The state board of education shall prescribe and cause to be adopted the course of study in the public schools. The state board prescribes uniform texts in the principal studies in the public schools; to wit: reading, writing, arithmetic, spelling, language, grammar, orthography, history of the United States, physiology, and drawing; also for schools in which the trustees may add the following: algebra, geometry, physics, astronomy, physical geography, chemistry, Latin,

rhetoric, literature, English history, general history, civics, geology, bookkeeping, and music.

Montana — The state superintendent shall prepare and prescribe a course of study for all the public schools of the state. District boards of trustees have power to determine what branches, if any, in addition to those required by law, shall be taught, subject to the approval of the county superintendent. The branches prescribed by law are reading, penmanship, written arithmetic, mental arithmetic, geography, English grammar, history of the United States, civics of the United States and of Montana. Attention in the whole course is to be given in the cultivation of manners, the laws of health, physical exercise, and the ventilation and temperature of the schoolroom.

South Carolina — The state board of education has the power to prescribe and

enforce the course of study for the free public schools. It is the duty of county boards and boards of trustees to have taught as far as practicable, reading, writing, arithmetic, orthography, geography, English grammar, elements of agriculture, history of the United States and of South Carolina, morals and good behavior, algebra, English literature, and such others as the state board may from time to time direct.

North Dakota—The state superintendent shall prepare and prescribe a course of study for public and normal schools. Each teacher shall give instruction in reading, writing, arithmetic, spelling, language, English grammar, geography, United States history, and civil government. District boards determine additional branches. The English language alone is to be used in the schools. Schools desiring to be state high schools

must have the branches prescribed by the state high school board for the first two years of the course.

A constitutional provision requires instruction as far as is practicable in those branches of knowledge which tend to impress truthfulness, temperance, purity, public spirit, and respect for honest labor of every kind. Recent legislation provides for teaching in the public schools the humane treatment of animals.

Tennessee—The primary schools are to have five grades, with a system of promotion arranged by the county superintendent according to the general regulations of the state superintendent. Secondary schools include these five grades and three more. Primary school subjects are reading, writing, arithmetic, orthography, grammar, geography, history of Tennessee, history and constitution of the United States, vocal music, and elocution. Sec-

ondary schools, besides the above, include elementary geology of Tennessee, elementary principles of agriculture, algebra, plane geometry, natural philosophy, book-keeping, physiology and hygiene, civil government, and rhetoric.

West Virginia—It is the duty of the state superintendent to prescribe a manual and grade a course of study of primary instruction for country and village schools. In primary schools the following are required: reading, writing, arithmetic, orthography, English grammar, and hygiene. Instruction may be given in general history, United States and state history, general and state geography, single entry bookkeeping, civil government, and in the theory and art of teaching. It is the duty of teachers and boards of education to provide moral training.

A board of education has no power to add any further subjects nor require them

to be taught [opinion from state office]. The theory and art of teaching is not a subject for primary schools, but teachers have to pass an examination on it [opinion].

Wisconsin — The superintendent determines the course of study for ungraded schools. District or township boards determine the organization, management, and control of district schools and additional subjects to those prescribed, which are orthography, orthoëpy, reading, writing, arithmetic, grammar, geography, history and constitution of the United States, and the constitution of Wisconsin. Instruction is to be in English, but a school-board may have a foreign language taught for one hour a day. The state superintendent prepares the course for free high schools. The course may be modified with his consent, but must include the theory and art of teaching, and the organization, management, and course of study for un-

graded schools. A school-board may have a foreign language taught for one hour each day.

Missouri—By the law of 1900 county superintendents and district trustees are to enforce the state course of study prepared by the state board of education. No pupil may enter a central high school who has not completed the common school course in descriptive geography, practical arithmetic, mental arithmetic, language lessons and elementary grammar, United States history, and physiology.

Louisiana—The state board shall give such directions as it may see proper as to the branches of study which shall be taught. But the following are required in every district: orthography, reading, writing, arithmetic, geography, grammar, United States history, laws of health, and physical education. In certain places instruction in French may also be given.

Maine—The state superintendent is required to prescribe the studies to be taught in the common schools, reserving to town committees the right to prescribe additional studies. In free high schools the course of study shall embrace the ordinary English academic studies taught in secondary schools, especially the natural sciences in their application to mechanics, manufacturing, and agriculture; but the ancient or modern languages and music shall not be taught therein except by direction of the superintending school committee having charge thereof.

Massachusetts—Reading, writing, arithmetic, grammar, geography, drawing, history of the United States, and good behavior are prescribed for all common schools; algebra, vocal music, agriculture, and sewing shall be taught by lectures or otherwise in all public schools in which the school committee deem it expedient.

Every town may, and every town of 500 families shall, maintain a high school in which shall be taught general history, bookkeeping, surveying, geometry, natural philosophy, chemistry, botany, and the civil polity of this commonwealth and of the United States. Every town of 4000 or more shall prescribe in addition Greek and French, astronomy, geology, rhetoric, logic, political economy, intellectual and moral science. Subjects for evening schools are prescribed.

(f) A MINIMUM PRESCRIBED

Schools of this division are under the entire control of local boards, who may in addition to the minimum prescribed by law have taught any branches they choose. The prescribed branches are those for the lowest grade of teachers' examinations in *Colorado, Illinois, and Mississippi*; reading, writing, arithmetic, spelling, English grammar, and geography in *Connecti-*

cut, New Mexico, Kansas, Oklahoma, and Pennsylvania. In Kansas the course of study for the county high schools is prescribed for three courses of three years each. In Pennsylvania the courses in schools receiving state aid are subject to the approval of the state superintendent, and such schools must employ teachers legally certified to teach algebra, geometry, etc., the subjects usually found in high schools.

In addition to these branches, *Georgia* requires agriculture and civil government; *South Dakota* adds United States history and civil government. *Texas* adds composition. *Utah* requires the metric system and moral instruction free from sectarian control; it is the duty of the county superintendent to see that the pupils are instructed in the branches required by law. *Wyoming* adds history of the United States, civil government, and the humane

treatment of animals. The state superintendent advises as to the courses of study.

New Hampshire — The local authorities may permit or prescribe algebra, geometry, surveying, bookkeeping, philosophy, chemistry, and natural history, or may permit any of these, and add other suitable studies.

The foregoing does not pretend to be a thorough or exact classification, and others would probably place various of the states differently. The distinctions are not well marked, and the classification is more or less arbitrary; but these differences after all amount to very little, for they are much less in the actual working of the schools than the statutes or codes would imply, the schools of the whole country being practically homogeneous. Moreover, here as elsewhere in American life, the law is not enforced to the letter, but is interpreted

and carried out by the local authorities according to their means and necessities.

The educational affairs of the county, the largest subdivision of the state, are administered by the county superintendent, usually an elective officer; or where an appointive officer, usually equally representative of the people, thus further insuring education as an expression of the popular will. The complete independence of cities, large and small, in general is to be noted, and also the almost entire lack of high school prescription — other than for township or county schools. It is the policy of the state to encourage and stimulate popular education rather than to attempt its control,—to recognize the independence of the people in their local self-government. And if political democracy in America, on trial before the world, is justifying itself, no less so is educational democracy. The school district is the

real political unit (for historical reasons it is the county in the South), and the extreme ideal of democracy is represented in those states where the electors at the annual school meeting have the right to add branches to the school course. "Spontaneity is the keynote of education in the United States. Its varied form, its uneven progress, its lack of symmetry, its practical effectiveness, are all due to the fact that it has sprung unbidden and unforced from the needs and aspirations of the people. Local preference and individual initiative have been ruling forces. What men have wished for, that they have done. They have not waited for State assistance, or for State control."

That the common schools of the country are homogeneous has been stated, and the high schools are no less so. In view of the vast area of this country, its varying conditions, and numerous political divi-

sions, this seems almost marvelous and we inquire as to the reason. It is that educational progress has been left largely in the hands of the collective body of educators. Unity among these has been brought about through the influence of such leaders as Horace Mann and Colonel Parker, through educational books, the universities, the National Educational Association, teachers' associations, teachers' institutes, educational magazines, and the possibility of teachers in any state securing employment in any other. The influence of the National Bureau of Education is not to be omitted, but it is to be remembered that this influence is exerted through suggestion and not by authority.

It may be seen that the foregoing may be formulated into an argument against centralization, and it had been the writer's purpose to adduce further argument were this chapter not too long already, — not

against centralization everywhere, but against it in this country ; for while under an autocratic or paternal government where the initiative comes from above it may be desirable, it is not necessary in the United States where the government is from below. The present tendency is toward centralization,—a tendency which might be deplored were it not certain that the principle of local self-government is too firmly fixed ever to be subverted. The evolution is likely to be into some form sufficiently elastic, but more efficient than that which holds to-day.

The arguments for centralization in brief are economy, uniformity, and a higher standard of education.

Economy to a certain extent I grant, but the very wastefulness of the past has had valuable results, and from its experiences is developing a rational system along characteristic American lines.

Uniformity is not to be desired. It produces a mechanical attitude and fosters dependence. It is un-American and strikes at the very root of democracy,—the initiative of the individual.

It may be admitted that a temporary standard may be reached more quickly, that defects may at once be removed by state intervention, but these things depend upon the people finally, and the gains will be more secure in the long run if they are left to the community. Surely the boundless confidence in the people expressed by Lincoln and other statesmen is not misplaced. A perusal of the reports of state superintendents from their early issues until to-day reveals wonderful progress,—a progress as great as that of state-controlled European systems. And in Europe itself, to those who refer to German progress, the opponents of centralization can point to Denmark, un-

surpassed in literacy and prosperity, or to Finland before it succumbed to the anæsthetic of Russian autocracy. But comparisons are of little value, for we must finally return to the principle laid down in the introduction to this work,—that an educational system is merely one manifestation of the activities or life of a people.

RECENT LEGISLATION

RECENT LEGISLATION

Massachusetts gives the school committee power to supervise and control all athletic organizations composed of pupils of the school and bearing the name of the school. It also may determine directly or through an authorized representative under what conditions such organizations may enter into competition with similar organizations in other schools.

The last legislature has provided for the appointment of a commission which shall have authority relating to the establishment and supervision of independent industrial schools throughout the state.

It has also authorized the Agricultural College to establish a normal department to instruct teachers in the elements of agriculture.

Pennsylvania gives boards of education

the power to establish and maintain one or more schools for the instruction of pupils in the useful branches of the mechanic arts, athletics, and kindred subjects, and to provide the necessary buildings, etc. She also provides for a system of humane education.

Oklahoma provides for a scheme of ethical and humane education for the public schools.

Arizona provides for instruction in manual training and domestic science in the public schools.

Kentucky recently appropriated \$20,000 for various matters including industrial training for colored persons.

Minnesota provides for county schools of agriculture and domestic science.

New Jersey provides for industrial schools.

Wisconsin provides for the teaching of agriculture in the public schools.

APPENDIX
RELIGIOUS INSTRUCTION

RELIGIOUS INSTRUCTION

Australia—New South Wales—Teaching is nonsectarian, but includes general religious instruction (except where guardian objects), using a text-book or the scripture history lessons in the readers.

Western Australia—Similar to New South Wales,—special religious instruction limited to half an hour a day.

Victoria—No teacher shall give other than secular instruction in any state school building. May have religious instruction after the close of school by some person other than the teacher.

Queensland—Similar to Victoria; but those giving religious instruction must have permission of the Minister of Education.

South Australia—Schools secular; may

have scripture reading, Protestant or Douay version, before the regular opening; attendance on this is not compulsory.

Tasmania — First half hour may be devoted to sacred history, — unsectarian and confined to passages from state-approved books. A "conscience clause" permits the withdrawal from this of pupils whose guardians object. There may also be special instruction by clergymen in special class rooms, or after hours in schoolrooms, but not on two consecutive days to children of any one denomination.

Austria — Religious instruction is given throughout the school course, elementary and secondary; special teachers are usually in charge.

Argentine Republic — No provision for religious instruction.

Brazil — No provision for religious instruction.

Bermuda—In government schools, provided for with a “conscience clause.”

Belgium—Clergy may give religious instruction or provide for its being given by teacher or other person during the first or last half hour of the school day. Parents may have children excused by request.

British Guiana—Religious instruction allowed, but any scholar may be excused without forfeiting any other school instruction.

Central America—None provided for.

Cape Colony—Allowable, with a “conscience clause.”

Canada—*British Columbia*—Secular and nonsectarian; Lord’s Prayer may be used in opening and closing.

Manitoba—Teachers permitted to read selected forms of prayer and scripture for opening and closing exercises.

Ontario—Same as Manitoba.

Nova Scotia—Devotional exercises al-

lowed if no parents object in writing ; may then be allowed if so arranged as to give no offense.

New Brunswick— May open and close with Lord's Prayer and scripture readings (Protestant or Catholic version). Purely voluntary and no pupil required to attend if contrary to will of guardian.

Prince Edward Island— No sectarian or religious teaching ; principles of morality to be inculcated.

Quebec— Roman Catholic schools have regular instruction in religion and catechism ; Protestant schools may have first half hour of day for religious instruction.

Territories— May open and close with Lord's Prayer. May have religious instruction last half hour if permitted or desired by trustees.

Denmark— Religious instruction throughout school course ; children may be excused by request of parents.

England—A graded course as in other subjects, but unsectarian; a “conscience clause” gives freedom of withdrawal from religious instruction or exercises.

Ireland, Scotland, and Wales are similar to England.

France—Public schools are purely secular. Moral instruction is prescribed.

Finland—Scripture instruction and catechism required in public schools.

Greece—Religious history and catechism part of course in Demotic and Hellenic schools.

British Guiana—Allowed with a “conscience clause.”

Hungary—Religion and morality are obligatory subjects. In public elementary and secondary schools religious instruction is given by external teachers of various sects.

Italy—Moral, not religious, instruction required in course.

India — No religious instruction in public schools.

Japan — Moral instruction only.

Jamaica — Allowed in government schools, with a "conscience clause."

Mexico — No religious instruction.

Norway — In primary schools the only standard fixed by law is that of religious knowledge; religious instruction throughout secondary and normal courses.

Netherlands — Certain hours set apart for religious instruction by different clergy; teachers may not give religious instruction.

New Zealand — Religious instruction may be given out of school hours.

Natal — School opened with prayer; regular religious instruction of an unsectarian kind may be permitted, but is not compulsory.

Newfoundland — In denominational schools each denomination teaches its

own dogmas, but in state-aided schools not to children whose parents object.

Portugal — Instructions require that only the essential points of the catechism (R.C.) be taught, though teachers may extend the instruction. Non-Catholics not required to attend religious instruction.

Germany — *Prussia* — Regular instruction from two to four hours a week throughout course; slight difference for Protestants and Roman Catholics; Jews also provided for. Pupils must receive instruction in the faith of their parents.

Russia — The official church has great control of the schools and provides religious instruction throughout.

Servia — Religious instruction throughout the school course.

Switzerland — Biblical history and morals throughout.

Sweden — Required in primary, normal, and secondary schools throughout.

United States. — No religious prescription; religious instruction not allowed in public schools. Scripture reading and hymn singing form part of the opening exercises in many schools. In 1896, of 946 superintendents reporting, 454 have Bible reading in all their schools, 295 in part, and 197 in none. In some states, as in Nebraska, it is illegal to have even Bible reading in the public schools. The majority of states are silent on this phase, and Bible reading for opening exercises is largely a matter of custom.

GRADING OF SCHOOL SYSTEMS



GRADING OF SCHOOL SYSTEMS

Austria — Kindergarten: 2 to 6 years of age.

Elementary: People's schools of 5 classes of 1 year each; citizens' schools of 3 years additional.

Ungraded schools of 2 or more classes.

Normal schools of 2 or 3 years; admit by examination from elementary schools and prepare for teaching in same.

Secondary schools not connected with elementary schools and divided into gymnasien of 8 years and realschulen of 7 years.

Enter university from gymnasien.

Commercial, technical, industrial continuation schools, etc., also.

Australia — New South Wales — Infant schools of 2 years.

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Primary: First class, $1\frac{1}{2}$ years; second class, 1 year; third class, 2 years; fourth and fifth classes, 1 year each.

Secondary: High schools admit by examination from third class.

Superior schools are those doing work above the third class.

Enter university at Sydney by examination from high school.

Primary schools are classified as first class, second class, etc., by attendance, — first class having 600 or more; second class, 400 to 600, etc.

Training schools offer a 2 years' course and admit after a 4 years' pupil-teacher course.

Victoria — Public schools have 6 standards of 1 year each.

Training school gives 1 year, admitting after pupil-teacher course.

University of Melbourne. No public secondary schools.

Queensland — Primary: First class, 2 years; second class, $1\frac{1}{2}$ years; third class, $1\frac{1}{2}$ years; fourth class, $1\frac{1}{2}$ years; fifth class, $1\frac{1}{2}$ years; sixth class, $1\frac{1}{2}$ years.

Eight classes of primary schools classified by attendance,— first of over 800 to eighth of 30 or 40.

Teachers take pupil-teacher training course of 4 years.

No training school.

Secondary: High schools of 3 or 4 years.

No university.

South Australia — Primary schools: Classes 1, 2, 3, 4, and 5 of 1 year each.

Training college admits after 4 or 3 years' pupil-teacher course.

Primary schools divided by attendance into 12 classes,— first class of 600 or more to twelfth class of 20 to 30.

No state secondary schools.

University at Adelaide.

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Western Australia — Infant schools of 2 years.

Elementary schools of standards 1, 2, 3, 4, 5, 6, 7, of 1 year each, and may be an ex-7 in addition.

No training schools, but pupil-teacher course of 4 years.

No state secondary schools nor university (1901).

Tasmania — First class of 2 years, then classes 2, 3, 4, 5, and 6 of 1 year each.

4 years' pupil-teacher course being from class 5.

No free state education. No state secondary education.

University of Tasmania.

Argentina — Kindergarten from 3 to 6 years of age.

Public schools of 8 or 9 classes of 1 year each in 3 divisions, — primary, elementary, and graduated (similar to Massachusetts).

Complete above to enter normal school of 4 years or kindergarten normal of 2 years.

Superior normal for secondary and normal teachers.

Secondary: National colleges of 6 years' course. Leaving examination admits to universities of 6 years' courses, also to military academy, to schools of commerce, of mines, of pilots, and of agriculture.

Brazil—Primary schools are divided into first grade and second grade; the first grade has 6 classes of 1 year each and is in 3 divisions,—elementary, intermediate, and higher; these are of 2 years each and include the ages from 7 to 13. The second grade has 3 classes of 1 year each, from 13 to 15 years of age. Diploma from first grade admits to secondary school, and from second grade to normal.

Secondary: 7 classes of 1 year each; graduation admits to the university, com-

prised of schools of law, medicine, etc., located in different cities.

British Guiana — Infant schools from 3 to 7 years of age, followed by 8 standards of 1 year each. The upper grades of these include a number of secondary studies.

Cape Colony — Elementary: Standard B and standards 1, 2, 3, 4, 5, 6, 7, and ex-standards of 1 year each.

Training schools of 1 year. Pupil-teacher course of 3 years, which may be extended to 5 years.

Secondary: Same as elementary up to and including standard 5, followed by high school standards A, B, C, and D.

University of the Cape of Good Hope is merely an examining body.

Canada — *Ontario* — Elementary: Forms 1, 2, 3, and 4 of 2 years each, and may be form 5 of 1 or 2 years, form 5 being the same as first year of high school.

Enter high school by examination from form 4.

Secondary: High schools divided into forms 1, 2, 3, and 4 of 1 year each. Examination from form 3 admits to model schools, normal schools, and the universities. Examination from form 4 admits to sophomore class in university and to the normal college.

Model schools with a 6 months' professional training give a 3 years' license to teach in public schools (elementary), and normal schools with a year's professional training give a life certificate to teach in elementary schools. The normal college with a year's work permits to teach in high schools.

Nova Scotia—Public school (elementary), 8 grades of 1 year each.

Secondary: High school of 4 grades, known as grades 9, 10, 11, and 12 of public school or D, C, B, and A of high

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school. Examination from 11 or B admits to colleges and universities.

Normal schools admit on high school certificate or teacher's license.

Manitoba — Public schools (elementary), 8 grades of 1 year each; may add 1 grade further.

Intermediate schools same, but include preparation for third class academic certificate.

Secondary: Collegiate schools of 4 years prepare for University of Manitoba and second and first class academic certificates. Normal schools admit on third, second, and first class academic certificates and prepare for same grade of professional certificates.

British Columbia — Public schools (elementary), 4 forms of usually 2 years each.

Secondary: High school of 4 forms of 1 year each, prepare for various Canadian universities.

No normal school or university (1901).

Prince Edward Island—Primary, advanced grade, and first class schools. Complete course classified by readers 1 to 6, about 2 years each.

One college and normal school amalgamated. No university.

New Brunswick—Common schools (elementary), grades 1 to 8 of 1 year each. Superior add to these.

Secondary: Grades 9 to 12 inclusive. Examination from 11 to enter the university.

Quebec—Schools are Roman Catholic or Protestant. Elementary are of 4 grades. Model schools add 2 years, fifth and sixth, and prepare teachers for elementary schools and entrance to universities.

Secondary: Academy of 2 years accepted for first 2 years of university.

Montreal has elementary schools of 6 years; senior schools, which add 3 years;

and high schools, real secondary schools, of 10 years.

Denmark — Elementary schools of 6 to 8 years, followed by continuation school (evening). Enter normal school of 3 years from elementary!

Secondary: Preparatory to age of 12; then Latin course of 6 years, or real with 4 years' course. Preliminary completes real, and artium Latin, and admits to university.

People's schools for young men and women are adult boarding schools.

England — Infant classes from 3 to 7 years of age.

Elementary: Standards 1 to 7 inclusive and ex-7, of 1 year each.

Training colleges, 2 years' course, mostly denominational. Originally students were required to have had 4 years as pupil teachers, but may now have 3 years, 2 years, or 1 year, dependent on passing certain examinations.

Secondary: No state system.

Numerous colleges and universities.
The University of London is only an examining body.

France — Écoles maternelles : 2 to 6 years of age.

Lower primary : 6 to 13 years of age, 3 courses of 2 years each,—elementary, middle, and advanced, completion conferring the certificate D'Études Primaire.

Course complémentaires : 2 years more.

Upper primary : 2 years, similar to the course complémentaires or complete if 3 or more; confers Brevet Élémentaire.

Primary normal schools admit by examination those holding Brevet Supérieure.

Industrial and commercial schools admit by Brevet Élémentaire.

Secondary : Lycées and communal colleges; 10 years' courses, either classical or modern, in 3 sections,—elementary, 8 to 11 years of age; grammar, 11 to 14;

and superior, 14 to 18. These have 3 courses, — philosophical, mathematical, and scientific, all leading to the same degree of Bachelor of Letters which admits to the university. The *école normale supérieure* trains for secondary schools. France has also continuation schools and industrial and technical schools of various kinds.

Finland — Primary: Lower school of 2 years, upper school, or secondary school.

Secondary: Incomplete, or complete in 8 years; in 2 divisions, — Finnish and Swedish.

Complete lyceum course admits to university with leaving examination. There are also commercial and technical schools.

Greece — Elementary: Demotic schools of 4 years, followed by Hellenic of 4 years. Graduates of Hellenic schools enter secondary or normal schools.

Grammato-scholeion are ungraded schools.

Secondary: Gymnasion divided into the first class of 4 years, and the second of 2 years. Dismissal examination admits to university.

Hungary — Compulsory kindergarten from 3 to 6 years of age.

Elementary: 6 to 12; 5 classes of 1 year each.

Revision school from 12 to 15.

Higher elementary schools admit on completion of elementary course; 3 years for boys and 2 for girls.

Citizen schools admit after 4 years, elementary; 6 years for boys and 4 for girls.

Training colleges admit after 4 years of secondary or citizen school, 3 years' course.

Secondary: Gymnasien and realschulen, or classical and modern. Admit after 4

years' elementary course at 9 years of age. Eight classes of 1 year each; leaving examination qualifies to enter university.

State Training College for secondary teachers, 2 to 4 years.

India — Elementary: Primary school divided into lower of 3 standards of 1 year each, and upper of 1 standard of 1 year, after completion.

Secondary: Middle and high schools; or lower and upper secondary; or collegiate and district. These in 2 divisions of 3 years each. Examination from upper prepares to enter university.

Training schools of 2 or 3 years.

Italy — **Asilo** — Kindergarten, from 4 to 6 years of age.

Elementary: Inferior — 3 classes of 1 year each; superior — 2 classes of 1 year each. Also evening, holiday, and adult schools supplementary to public day schools.

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Normal: Superior of 6 years, 3 of preparation and 3 of instruction; inferior of 5 years, 3 of preparation and 2 of instruction.

Secondary: 8 years; gymnasium divided into inferior of 3 years and superior of 2 years, followed by the lyceum of 3 years. Graduates of the lyceum enter the universities.

Also secondary technical schools.

Japan—Elementary: Ordinary, 3 or 4 classes of 1 year each, and higher of 2 to 4 classes of 1 year each. From higher to normal school of 4 years.

Secondary: Middle schools of 5 years, leading to higher schools or colleges of 3 or 4 years; these lead to the university.

Technical schools also provided.

Jamaica—Primary: Preparatory, standard A, 4 to 6 years of age; and junior, standard B or standard 1, 6 to 8 years of age.

Elementary: standards 2 to 6 inclusive, and may have 7.

Training colleges have 2 or 3 years' courses.

Mexico — Elementary: Primary course from 6 to 12 years of age, 6 classes. Enter normal school after 4 years' primary and have 4 years' course.

Secondary: National colleges and other preparatory schools of 4 or 5 years.

Many technical and trade schools.

Guatemala, Salvador, Honduras, Nicaragua, and Costa Rica, similar to Mexico but not so complete.

Norway — Complete primary schools have a 7 years' course in 3 divisions; the first of classes 1, 2, and 3; the second of classes 4 and 5; and the third of classes 6 and 7.

Undivided schools (rural) have two divisions: first and second, or more, ranging to the complete course. Continuation

schools carry on advanced work, as do night schools and county schools.

Training colleges admit from a year's preparatory course and give 2 years' work.

People's high schools for young men and women are inexpensive boarding schools for general culture.

Workingmen's colleges offer lectures, chiefly scientific.

Secondary: Middelskole admits from fifth year of the elementary school. The leaving examination of the Gymnasium admits to the only university.

Netherlands — Kindergarten.

Elementary: 6 to 8 classes of 1 year each.

Burgher schools — mostly evening; a kind of high school with courses of 2 to 4 years.

Secondary: Higher burgher schools have 4 years' courses, and diploma admits to university. Enter from elementary.

Gymnasia similar to Germany.

New Zealand — Elementary: Primary schools of standards 1, 2, and 3, of 1 or 2 years, and 4, 5, and 6, of 1 year each.

Pupil-teacher course is usually 5 years, of which 2 may be remitted by passing class D examination or the university matriculation.

Secondary: Mostly endowed high schools, with 3 and 4 years' courses.

State university merely an examining body.

Natal — Elementary: Primary schools of 7 standards of 1 year each.

Secondary: High schools; enter from primary, 3 or 4 years' courses.

No normal school or university.

Portugal — Maternal schools, 3 to 6 years of age.

Elementary: Primary schools in 2 grades; first grade of 3 classes of 1

year each, and second grade of 1 class of 1 year.

Continuation evening schools for boys and men.

Normal schools admit from higher primary; have an elementary course of 2 years and a complementary course of 1 year additional.

Secondary: admit from higher primary. These are lycées and are of 2 kinds,—national of 5, and central of 7 classes of 1 year each. Leaving examination admits to the only university.

Industrial schools have 3 courses of from 3 to 5 years.

Prussia—Typical of Germany.

Elementary: Volkschulen—in cities and large towns have 8 grades of 1 year each.

Einklassige Volkschule (ungraded) of fewer than 80 pupils; 3 classes of 2, 3, and 2 or 3 years respectively.

Halbtagschule of more than 80 pupils, in 2 half-day divisions. (a) Schools with 1 teacher; (b) schools with 2 teachers; (c) with 3 teachers; (d) with 4 teachers.

Each of these has elaborate subdivisions.

Prapar and entstalten are preparatory to the normal schools, mostly private. They require 8 years of elementary curriculum and have 3 years' courses.

Normal schools (called teachers' seminaries) admit by examination from private instruction or preparatory gymnasien, realschulen, or middle schools. Course of 3 years.

Secondary: Gymnasien admit at 9 years of age, and have 3 classes of 3 years each, these subdivided into 1-year classes. Graduation admits to universities.

Progymnasien are gymnasien lacking some of the higher classes. They have usually only lower and middle classes.

Realschulen of 9 years, similar to gymnasien, but English replaces Greek and more time is given to French and natural science. Graduation admits to university courses in mathematics, science, and modern languages, — debarred from professions and certain civil service positions.

Realschulen have 6 classes of 1 year each with no classical languages.

Oberrealschulen add 3 years to realschulen. Graduates admitted to university courses in mathematics and natural science. Standing about same as realgymnasien. Hohere madchenschulen of 9 years for girls admit at 6 years of age. A few gymnasien for girls.

Secondary teachers, after passing the state examinations, have 2 years in a seminary, — 1 seminarjahr and 1 probejahr.

Russia — Maternal or infant schools have 2 or 3 years.

Elementary village schools have 1, 2, or 3 classes of 1 year each. Higher grades of elementary schools in cities have 5 classes of 1 year each, or 2-class model schools with a 5 years' course. From the fourth year may enter gymnasium.

Evening and Sunday schools for adults.

Secondary: Gymnasium of 8 classes of 1 year each; progymnasium of 8 years; and realgymnasium of 7 years. The first 2 admit on graduation to the universities and the other to the higher technical schools.

There are also technical, naval, military, and theological schools.

Servia — Elementary: Primary course of 4 years of 1 class each; and higher primary of 3 classes of 1 year each.

Secondary: Admit on completion of lower primary course. A complete secondary school has a junior and senior division of 4 years each, or 8 classes in

all. Leaving examination admits to the university. Normal schools of 4 years' course admit after completion of junior division of gymnasium.

Switzerland — Kindergarten, 4 to 6 years of age.

Elementary: Primary schools in 2 divisions; the elementarschule with classes 4, 5, and 6 of 1 year each. Boys then may enter (at 12).

Secondary: (1) The kantonschule (or gymnasium), or (2) the higher grade school (sekunarschule), or (3) classes 7 and 8 of the primary school. Examination from the gymnasium admits to universities.

At 14 boys may pass from (1) or (2) to an industrieschule for a 4 years' course, commercial or technical.

Girls' primary and higher grade schools are about the same as the boys', with needlework in addition. At 15 they may enter a girls' high school and have a choice

of 3 courses, — general, commercial, or training for primary teaching.

The gewerkeschulen (handicrafts and industrial arts) are similar to the English evening schools, but are day schools. Apprentices go twice a week for a morning. They have a preparatory course of 1 year, and a handicraft course of 1 year; completion allows entrance to the Technicum, or the Industrial Art School.

There also are continuation commercial schools.

Training colleges have courses of 2 to 4 years, and admit by examination from the higher primary. Some require 2 or 3 years of sekundarschule.

Sweden — Elementary: Primary education in the junior school for 2 years, in the senior school for 4 years. Continuation schools advance the work, and a few places have higher grade schools for those who have finished the primary.

Lower primary schools of a few classes are only in the country.

Normal schools admit primary graduates at 16 and have 4 years' courses; the people's high schools admit primary graduates at the age of 18 and have 2 years' work, — about 6 months to each year.

Secondary: Admit to age of 9, 9 years' course of 5 classes of 1 year each, and sixth and seventh of 2 years each. Classical and modern courses differentiate at end of fourth year. Leaving examination admits to the universities. Teachers for secondary schools must be university graduates with a year in a training college.

United States — Kindergarten: 4 to 6 years of age.

Elementary: 7, 8, or 9 grades in different parts of the country; an average of about 8 years below the high school. Graduates enter the high school.

Secondary: high schools of 3 or 4

years' courses. In the South and West graduates enter university without examination. In the East by entrance examinations.

All southern and western states and some eastern states have state universities, — the summit of a connected system from the kindergarten through the university.

Normal schools have 1 to 4 years' courses; high school graduates usually enter the third year.

High schools are not uniform, ranging from a single course in the smaller to a variety of courses or electives in the larger. The state of New York is the most nearly uniform, controlling through the Regents' Examinations.

